

01 Allan Hancock | Consortium 2017-18 Annual Plan

INSTRUCTIONS: The form below has been partially completed based on information provided from your prior year's Consortium Annual Plan. Please carefully review and update each section. You may save your progress by clicking the **Save** button at the bottom of the page. As you coordinate with your member agencies to complete your annual plan, you are encouraged refer to the planning materials provided by the AEBG office located on the AEBG website here: <http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit> (<http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit>).

Click on the **Section 1: Plans & Goals** header to begin.

Section 1: Plans & Goals

Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the 2017– 18 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan, a clear and concise description of your consortium's vision, accomplishments made during the prior Program Year, and primary goals for the upcoming Program Year. (Limit: 500 words)

Vision: To build pathways to employment, literacy, and higher education for adults in the region by offering accelerated, demand-driven training and educational programs.

Accomplishments 16-17:

The Allan Hancock College Consortium has made considerable progress in meeting the main goals established in the 16-17 plan and initially identified in the AB86 three-year plan.

- a. Assess regional needs: The consortium formed work groups for noncredit ESL, vocational, and basic skills program areas to provide ongoing input on area needs. A counselor for the adults with disabilities program is assessing regional needs for adults with disabilities. A CTE advisory board will convene this fall.
- b. Align placement, assessment, articulation, and curriculum between AHC and LAS: Allan Hancock College (AHC) and Lompoc Adult School (LAS) adopted CASAS as a common assessment tool. A common ESL textbook for both organizations was chosen to provide better alignment.
- c. Increase vocational programs and pathways to postsecondary education by developing new programs and certificates: AHC created two new VESL certificate programs-- Workplace Readiness, and vocational photography courses-- designed to create pathways to employment and/or credit-degree programs. LAS has developed career pathways of study based on local employer and student needs surveys and interviews.
- d. Strengthen program infrastructure/develop human capital to provide better quality programs: The consortium has hired faculty and staff to build and/or support new adult educational programs in the region and improve the quality of existing programs. The consortium has provided joint professional development training to faculty and staff in an effort to align services, create seamless transitions, and enhance program quality. LAS has continued to work with a strategic planning consultant to develop infrastructure, and identify areas for growth.
- e. Develop data gathering and sharing methods: The consortium adopted CASAS as a tool for assessing all noncredit and adult school ESL students. The consortium has made program alignment and seamless transitions a priority beginning with a consortium retreat dated June 20, 2017 focused on methods of aligning and sharing data. The retreat focused on methods for aligning and sharing data, aligning programs to create seamless transitions, and developing a consortium mission.
- f. Leverage existing resources and expand quality educational opportunities: The consortium partnered with CBOs to

develop curriculum and gathered input from industry to inform future program development. The consortium also leveraged resources with 3SP and Title V grants at the community college campus to support professional development and student services. Project leads made numerous presentations in the community to inform stakeholders of the consortium's purpose, goals, and progress.

Primary Goals for 17-18:

1. Identify pathways and methods for seamless transitions between LAS and AHC.
2. Develop a pre-apprenticeship program.
3. Develop new CTE programs, programs for adults with disabilities, and enhance basic skills programs.
4. Identify methods to partner with CDE and CCCCO initiatives including 3SP/BSI plans, Strong Workforce, local WIB, community organizations, and industry to support the funding goals of literacy gains, wage increase, employment, or student transition to higher education.
5. Continue focus on goals outlined in 16-17 plan to ensure quality program development.

Meeting Regional Needs

What are the primary gaps / needs in your region? How are you meeting the adult education need and identifying the gaps or deficit in your region? Please provide the reasons for the gap between the need in the region and the types and levels of adult education services currently being offered.

Gaps in service / regional needs	How do you know? What resources did you use to identify these gaps?	How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.
Infrastructure/human capital to build and maintain quality adult education programs	This gap was identified in the AB86 regional planning phase with input from students, faculty, employers, and community organizations, LMI and census data	Track: <ul style="list-style-type: none"> • Programs developed • Enrollment • Number of students earning diploma or equivalency • Job placement (once AEBG data sharing agreements are established) • Self-reported student data • Student transition rates from noncredit to credit programs • Number of students who transition between AHC and LAS
Program development to meet the needs of adult learners including adults with disabilities, CTE, and ABE/ASE	This gap was identified in the AB86 regional planning phase with input from students, faculty, employers, and community organizations, LMI and census data.	Track: <ul style="list-style-type: none"> • Programs developed • Students served • Certificates earned • Number of students who transitioned to higher education • Job placement (once AEBG data sharing agreements are established) • Wage increase (once AEBG data sharing agreements are established)
Student support services	This gap was identified in the AB86 regional planning phase with input from students, faculty, employers, and community organizations, LMI and census data.	Track: <ul style="list-style-type: none"> • Programs developed • Students served • Certificates earned • Number of students who transitioned to higher education • Job placement (once AEBG data sharing agreements are established) • Wage increase (once AEBG data sharing agreements are established)
Professional development to ensure quality programs.	This gap was identified in the AB86 regional planning phase with input from students, faculty, employers, and community organizations, LMI and census data.	Track: <ul style="list-style-type: none"> • Number of faculty and staff who participate. • Program improvement via student and faculty surveys.

GAPS IN SERVICE

For 2017-18, what strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service (Must list at least one)?

Identify strategies planned to incrementally increase capacity in identified gap areas as well as those that help maintain established levels of service. Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

1. Develop CTE programs, programs for adults with disabilities, and enhance basic skills programs.
2. Identify pathways and methods for seamless transitions between LAS and AHC.
3. Identify methods to partner with CDE and CCCC initiatives including 3SP/BSI plans, Strong Workforce, community organizations, local WIB, and industry to support the AEBG goals of literacy gains, wage increase, employment, or student transition to higher education.
4. Align data, define common metrics and terms, and monitor outcomes between agencies in the consortium.

Seamless Transitions

Explain how consortium members and partners are integrating existing programs and services and creating seamless transitions into post-secondary education or the workforce. Please also identify key challenges faced and / or overcome during the 2016–17 Program Year in your efforts to transition students.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Assess regional training needs for adults with disabilities	5 - Fully implemented			
Continue Assessment Technician	2 - Mostly not implemented			
Continue faculty lead/coordinator positions to support basic skills and vocational program areas	4 - Mostly implemented	Inability to hire full-time faculty because of perceived nature of funding as temporary limited full implementation. We were able to hire part-time temporary faculty in the interim.	None	Assurance that funding is not temporary
Continue part-time counselor position to assist students with disabilities	5 - Fully implemented			
Continue to co-locate a noncredit citizenship class at LAS campus	5 - Fully implemented			
Continue to utilize the CASAS assessment system, TOPSpro Enterprise	4 - Mostly implemented	Lack of appropriate staffing and logistics of testing a mobile population attending classes at multiple sites have challenged implementation of CASAS at AHC.	Assess CASAS cut scores to determine placement and alignment between LAS and AHC ESL programs so that students may easily transition between programs.	Continued training provided by AEBG and CASAS
Design implementation strategy for noncredit vocational childcare business and pathway to ECS program	4 - Mostly implemented	The programs were developed, but we are waiting approval from the local curriculum committee and Chancellor's Office before we can offer the programs.		
Hire consultant to develop strategic infrastructure plan for Lompoc Adult School expansion	5 - Fully implemented			
Implement assessment system (CASAS): Launch full implementation for ESL and pilot for basic skills/GED program	4 - Mostly implemented	Lack of appropriate staffing and logistics of testing a mobile population attending classes at multiple sites have challenged implementation of CASAS at AHC.	Assess CASAS cut scores to determine placement and alignment between LAS and AHC ESL programs so that students may easily transition between programs.	Continued training provided by AEBG and CASAS
Provide ongoing, collaborative professional development to support new ESL curriculum	4 - Mostly implemented	This strategy is ongoing. Consortium work groups need to spend more time identifying shared opportunities.	None	Provide professional development opportunities based on most noted consortium needs.
Provide student support with admission and registration by hiring student worker	5 - Fully implemented			
Research pre-apprenticeship program models	5 - Fully implemented			

For 2017-18, what NEW strategies are planned to Integrate existing programs and create seamless transitions into postsecondary education or the workforce (Must list at least one)?

How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

1. Assess CASAS cut scores to determine placement and alignment between LAS and AHC Noncredit and Credit ESL programs so that students may easily transition between programs.
2. Explore opportunities for articulation of courses/programs and alignment of program outcomes between LAS and AHC, i.e., could an LAS course count toward an AHC noncredit certificate?
3. Explore data sharing and referral methods to assist in student placement and easier transitions for students between AHC and LAS and to the workforce.

Student Acceleration

Explain how your consortium members and partners have employed approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education, post-secondary institutions, and career technical education.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Continue the Power Reading program	5 - Fully implemented			
Hire instructional assistants to increase student success and accelerate student progress	5 - Fully implemented			
Implement a plan to deliver noncredit VESL programs together with the Early Childhood Studies program. Programs will be offered as a VESL I-BEST model	2 - Mostly not implemented	Curriculum development with partners took longer than expected. I-Best training is scheduled for fall 2017.	Develop additional VESL and contextualized learning curriculum to accelerate student progress. Assess program outcomes and modify program as needed.	<ul style="list-style-type: none"> • Proven, successful best practice models shared with all consortia. • Professional development opportunities for program development that supports acceleration.
Implement a plan to deliver noncredit workforce readiness certificate for adults with disabilities	2 - Mostly not implemented	Curriculum development with partners took longer than expected.	Curriculum has been submitted to curriculum committee for approval.	
Provide instructional software/supplies for classroom to support quality programming	5 - Fully implemented			

For 2017-18, what strategies are planned to accelerate student progress (Must list at least one)?

Identify activities that you will implement and/or improve through using specific evidence-based strategies across the region, within and between systems where they currently don't exist, to accelerate student's progress. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student's competencies (competency-based), and putting basic skills content into the context of a student's goals and career path (contextualized).

1. Develop VESL courses and contextualized learning curriculum to accelerate student progress.
2. Provide software to support individualized instruction.
3. Identify assessment tools to place students in appropriate courses, and to accelerate student progress through programs.
4. Continue to collaborate to identify strategies for student acceleration.

Shared Professional Development

Explain how your consortium has collaborated in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration, consortium alignment, and improve student outcomes.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Provide collaborative professional development for new ESL curriculum	5 - Fully implemented			
Provide professional development for administrators, instructors, and staff to learn and identify best practices to accelerate student learning, alignment and articulation of programs.	3 - Somewhat implemented	Professional development is ongoing. Because of the delay in hiring staff and the focus on program development, the consortium could not devote the needed time to fully implement a shared professional development plan.	Provide shared professional development for AHC and LAS staff focused on enhancing alignment of services and seamless transitions for adults in the region.	<ul style="list-style-type: none"> • Provide professional development opportunities relevant to all consortia. • Provide professional development funding for travel to conferences and workshops, and participation in webinars.
Provide professional development to identify strategies to serve students as they transition between consortium partners	2 - Mostly not implemented	Because of the delay in hiring staff and the focus on program development, the consortium could not devote the needed time to fully implement a shared professional development plan. After a retreat in June 2017, the consortium is prepared to work on this strategy.		

For 2017-18, what NEW strategies are planned to provide shared professional development (Must list at least one)?

A critical element to ensuring the effective implementation of the Consortium's plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

1. Support professional development for faculty regarding acceleration, learner persistence, and meeting the needs of adult learners in the region.
2. Support shared professional development for AHC and LAS staff focused on enhancing alignment of services and seamless transitions for adults in the region.
3. Support professional development focused on serving adult learners with disabilities.

Leveraging Resources

See the attached adult education fiscal resources table on your consortium fact sheet. Explain how your consortium is leveraging and braiding these funds sources including those provided by consortium members and partners, incorporating existing regional structures, and reaching out to stakeholders and partners for participation and input.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Collaborate with CBO Children's Resource and Referral to develop noncredit VESL family daycare provider vocational certificate offered in an I-BEST structure	5 - Fully implemented			
Collaborate with Title V grant and the basic skills initiative to support the development of pathways from noncredit to credit, and support noncredit and credit basic skills program through software and instructional supplies support	4 - Mostly implemented	The curriculum development and approval process took longer than anticipated.	The consortium will continue to develop pathway programs to support student transition to higher education.	
Offer Power Reading in collaboration with the United Way	5 - Fully implemented			

For 2017-18, what NEW strategies are planned to leverage existing regional structures, including, but not limited to, with local workforce investment areas (Must list at least one)?

Identify strategies planned to leverage existing regional structures and utilization of resources, including leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

1. Collaborate with existing CDE and CCCC initiatives like 3SP and student equity to strengthen the reach of consortium efforts.

2. Collaborate with WIOA, local WIB, industry and CBOs to identify support services, internships, and collaborations that can benefit adult learners.

Section 2: Fiscal Management

Please provide an update on your AEBG fiscal spending. In the table below, identify the total MOE & Non-MOE funding spent or encumbered for the 2015-16 and 2016-17 program years.

Program Year	Total AEBG Funding	Total Spent	Total Funds Remaining
2015-16	\$1,539,605	\$1,358,336	\$181,269
2016-17	\$1,572,186	\$32,023	\$1,540,163
Total	\$3,111,791	\$1,390,359	\$1,721,432

Please identify challenges faced related to spending or encumbering AEBG funding.

The consortium is on schedule to expend all of 2015-16 funds by December 2017. Because of the delay in hiring staff, we did not begin spending 16-17 until later than anticipated. Ongoing program staff is in place or will be in place and activities are underway, and we are on track to expend 2016-17 funds by December 2018.

Please describe your approach to incorporating remaining funds from 2015-16 and 2016-17 into activities planned for 2017-18. (Limit: 250 words)

The 2015-16 funds will be expended by December 2017. The 2016-2017 funds will continue to be expended in 2017-18 to support ongoing activities.

Section 3: Certification and Submission

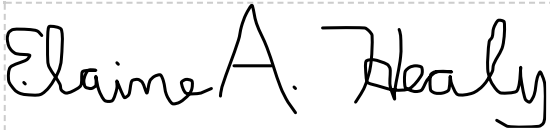
As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2017-18 AEBG General Assurances Document.

Failure to meet the requirements listed in the 2017-18 AEBG General Assurances Document may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.

Certification (Required)

- I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2017-18 Program Assurances Document.
- I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

Signature (Required)

A handwritten signature in black ink that reads "Elaine A. Healy". The signature is written in a cursive style and is contained within a dashed rectangular box.

- Click to indicate you are ready to Submit your 2017-18 Consortium Annual Plan